



CLINTON ELEMENTARY

800 Chestnut Street
Clinton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	614 Students	
Principal	Brenda Romines	864-833-0812
Superintendent	David C. O'Shields	864-833-0800
Board Chair	Jim Barton	864-833-4877

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

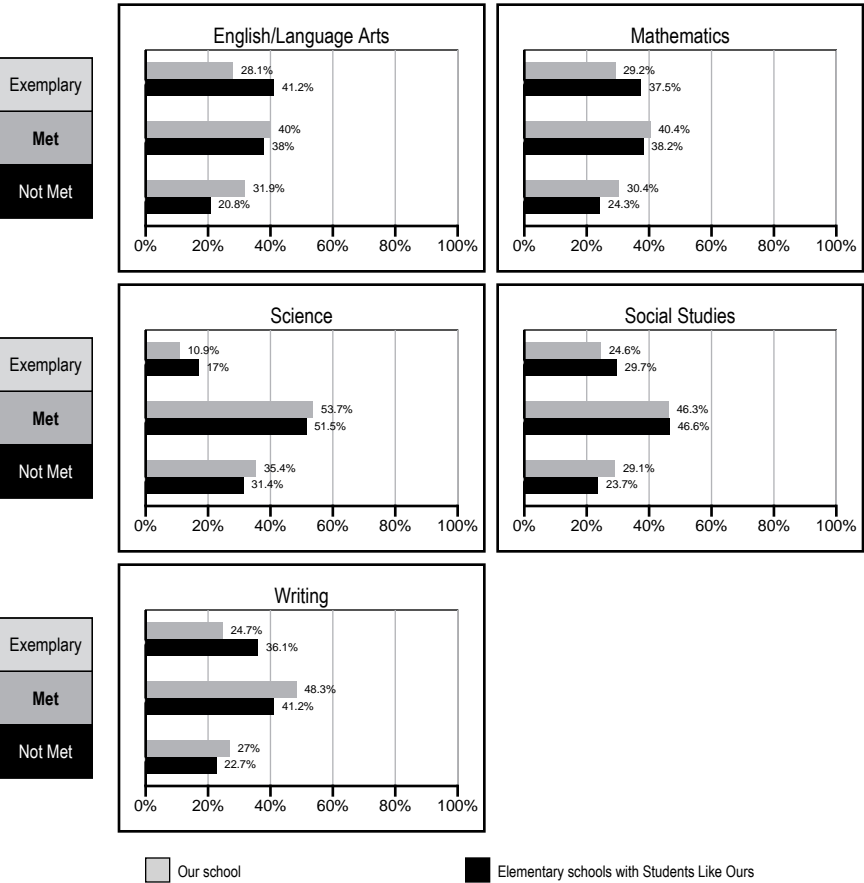
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	37	62	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=614)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	1.6%	Up from 0.6%	1.2%	1.1%
Attendance rate	95.7%	Down from 95.9%	96.1%	96.2%
Served by gifted and talented program	8.0%	Up from 4.6%	14.2%	13.4%
With disabilities other than speech	3.9%	Down from 8.0%	5.2%	4.1%
Older than usual for grade	0.5%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 52.6%	61.7%	62.5%
Continuing contract teachers	91.4%	Down from 92.1%	90.0%	88.2%
Teachers returning from previous year	86.4%	Down from 89.8%	88.6%	87.8%
Teacher attendance rate	93.8%	Down from 96.2%	95.2%	95.2%
Average teacher salary*	\$45,343	Down 3.2%	\$46,537	\$46,773
Professional development days/teacher	5.7 days	Down from 5.9 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.1 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.7%	Down from 91.4%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,603	Down 5.4%	\$7,204	\$7,447
Percent of expenditures for instruction**	66.5%	Up from 65.8%	68.0%	68.4%
Percent of expenditures for teacher salaries**	62.0%	Up from 56.2%	65.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Over the course of the 2010-2011 school year, Clinton Elementary School has remained dedicated in its charge to support all learners and foster continued growth in academic achievement. Data driven decision-making, through the utilization of Measures of Academic Progress (MAP) data, Dominie Reading assessments, and formative assessments by teachers, has continued to improve our efforts to meet the individual learning needs of our students. Use of various forms of feedback has provided opportunities for deeper understanding of student growth and the incorporation of multiple instructional strategies. Participation and commitment to the SC Teacher Advancement Program (TAP) enhanced teacher instructional strategies and practices across the curriculum from core academics to the arts.

The arts programs at Clinton Elementary were planned in conjunction with core academic standards to support our high academic achievement goals. Many students also participated throughout the year in special area programs designed to enrich learning experiences: Art Club, Drum Corps, and Honors Choir. Through the use of technology, students have been offered a wide range of learning experiences to better prepare them for twenty-first century life outside of the classroom. Classrooms equipped with LCD projectors, interactive whiteboards, document cameras and laptops have provided a vast number of learning opportunities for students at Clinton Elementary.

Another priority at Clinton Elementary School has been the inclusion of character development programs and activities. The "Bee" Your Best program has provided opportunities for students to receive acknowledgement for displaying positive character traits. Students have also been provided classroom guidance on topics such as community building, friendships, careers and bullying. The school community has also supported and contributed to area and national service organizations such as the American Red Cross, United Ministries, United Way, March of Dimes, American Cancer Society and the Leukemia Society.

Most importantly, Clinton Elementary School has been fortunate to have outstanding support from the parents, PTO, SIC and other community agencies that also believe in achieving excellence, embracing change, and forging new traditions.

Megan Walsh, SIC Chair
Brenda Romines, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	91	53
Percent satisfied with learning environment	97.4%	75.8%	92.2%
Percent satisfied with social and physical environment	97.4%	82.4%	88.5%
Percent satisfied with school-home relations	89.7%	83.5%	86.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	290	100	31.7	39.6	28.7	81.5	77.8	82.4	Yes	Yes
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Gender										
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Male	156	100	35.9	40.1	23.9	78.2	72.9	78.7	N/A	N/A
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Female	134	100	26.8	39	34.1	85.4	83	86.2	N/A	N/A
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Racial/Ethnic Group										
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White	149	100	20.1	38.9	41	91	82.6	88.9	Yes	Yes
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African American	121	100	49	39.4	11.5	67.3	70.3	72.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
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Hispanic	17	100	25	50	25	87.5	78.7	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
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Disability Status										
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Disabled	55	100	49	27.5	23.5	66.7	45.3	48.1	No	Yes
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Migrant Status										
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Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
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English Proficiency										
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Limited English Proficient	17	100	33.3	33.3	33.3	86.7	73	78.3	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	199	100	38.2	44.4	17.4	77.5	73.3	75.4	No	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	290	100	29.8	41.1	29.1	76.6	79.3	81.9	No	Yes
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Gender										
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Male	156	100	29.6	40.8	29.6	75.4	76.4	79.9	N/A	N/A
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Female	134	100	30.1	41.5	28.5	78	82.5	84.1	N/A	N/A
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Racial/Ethnic Group										
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White	149	100	18.8	43.1	38.2	86.8	85.8	88.9	Yes	Yes
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African American	121	100	45.2	41.3	13.5	62.5	69.2	71.4	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
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Hispanic	17	100	31.3	25	43.8	75	80.9	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
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Disability Status										
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Disabled	55	100	51	31.4	17.6	56.9	45.8	47.3	Yes	Yes
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Migrant Status										
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Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
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English Proficiency										
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Limited English Proficient	17	100	20	26.7	53.3	86.7	83.8	81.4	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	199	100	35.4	44.9	19.7	70.8	75.4	74.9	No	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	191	100	35	53.1	11.9	65	63.5	68.6
Gender								
Male	96	100	31.8	58	10.2	68.2	65.3	68.3
Female	95	100	38.2	48.3	13.5	61.8	61.6	68.9
Racial/Ethnic Group								
White	106	100	24.5	57.8	17.6	75.5	73.8	80.7
African American	70	100	54.8	41.9	3.2	45.2	47.2	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	13	100	23.1	69.2	7.7	76.9	64.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	39	100	54.1	32.4	13.5	45.9	33.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	9.1	81.8	9.1	90.9	70.8	60.7
Socio-Economic Status								
Subsidized meals	132	100	40.3	53.8	5.9	59.7	56.1	57.3

Social Studies

All Students	194	100	29.1	46.4	24.6	70.9	63	72.5
Gender								
Male	106	100	26.8	49.5	23.7	73.2	63.5	72
Female	88	100	31.7	42.7	25.6	68.3	62.6	73.1
Racial/Ethnic Group								
White	95	100	14	49.5	36.6	86	70.4	81
African American	86	100	47.3	45.9	6.8	52.7	51.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	12	100	36.4	27.3	36.4	63.6	61.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	31	100	35.7	42.9	21.4	64.3	36.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	12	100	45.5	18.2	36.4	54.5	55.6	69.7
Socio-Economic Status								
Subsidized meals	132	100	37.5	49.2	13.3	62.5	56.5	62.9

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	98	99	27	48.3	24.7	73	67.3	73.2	95.7	95.6
Gender										
Male	52	98.1	34	44.7	21.3	66	65.4	67.2	95.8	95.5
Female	46	100	19	52.4	28.6	81	69.1	79.4	95.7	95.8
Racial/Ethnic Group										
White	50	100	12.8	57.4	29.8	87.2	76.5	81.5	95.2	95.2
African American	42	97.6	40.5	40.5	18.9	59.5	56.3	61.3	96.3	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.4	98.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	44.4	66.7	96	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	92.6
Disability Status										
Disabled	21	95.2	44.4	33.3	22.2	55.6	42	26	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.2	65.7	96.4	96.5
Socio-Economic Status										
Subsidized meals	66	98.5	35.6	45.8	18.6	64.4	59.4	63.2	95.5	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	109	100	18.9	31.1	50	81.1
	4	104	99	40.6	36.5	22.9	59.4
	5	101	100	28.9	51.5	19.6	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	93	100	26.2	29.8	44	73.8
	4	96	100	27.2	45.7	27.2	72.8
	5	101	100	41.6	42.7	15.7	58.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	109	100	38.7	34.9	26.4	61.3
	4	104	99	31.3	40.6	28.1	68.8
	5	101	100	28.9	48.5	22.7	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	93	100	38.1	32.1	29.8	61.9
	4	96	100	21.7	50	28.3	78.3
	5	101	100	30.3	40.4	29.2	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	56	100	58.2	25.5	16.4	41.8
	4	103	100	42.7	49	8.3	57.3
	5	51	100	51	42.9	6.1	49
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	45	100	43.9	39	17.1	56.1
	4	96	100	27.2	60.9	12	72.8
	5	50	100	43.2	50	6.8	56.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	54	100	23.1	44.2	32.7	76.9
	4	103	100	31.3	46.9	21.9	68.8
	5	50	100	30.6	59.2	10.2	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	48	100	20.9	48.8	30.2	79.1
	4	95	100	23.1	51.6	25.3	76.9
	5	51	100	48.9	33.3	17.8	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	109	98.2	38.5	28.8	32.7	61.5
	4	103	99	37.1	38.1	24.7	62.9
	5	101	100	36.1	36.1	27.8	63.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	99	27	48.3	24.7	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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